

The Bullet

Mary Washington College of the University of Virginia

MONDAY, OCTOBER 21, 1968

P.O. BOX 1115, FREDERICKSBURG, VIRGINIA

Senate to consider amendments

By BARBARA HALLIDAY

"All campus clubs and organizations are responsible to the Student Government Association" is the temporary wording of an amendment that will be placed on the floor of the Senate Wednesday night for discussion.

A second amendment that will be discussed concerns recall and



Amy Danforth
(see picture story, page 7)

referendum. This amendment states, "The Senate may recall any SGA official who has failed to perform efficiently the duties of her office, has been guilty of misconduct, or has failed to maintain the qualifications of her office. The Senate may consider recall upon petition of 10 per cent of the body which elected the said officer. In order to recall there must be a two-

thirds majority of the Senate voting in favor of the recall. A vacancy caused by resignation or removal from office or extended absence shall be filled in a manner established by the Senate."

The second part of the amendment concerns referendum. "The SGA councils may refer any question to the Senate for a vote. A referendum shall be held upon the petition of 10 per cent of the SGA or at the discretion of the Senate. A two-thirds majority of the entire membership of the Senate will rule."

The Senate will also vote on the acceptance of Senate procedures. Two changes were suggested by Senators in the discussion of these procedures that took place at last week's meeting. The procedures formerly said that a person not otherwise entitled to speak before the Senate could do so provided he notify the president of the Senate at least three days before the meeting. The time element of three days was changed to 48 hours. Also, a sentence inferring that only members of the student body or college staff could speak before the Senate was deleted.

The question of whether or not "interested students" serving on Senate committees should have equal voting power with the Senators on the committee was discussed at the meeting. It was decided that since the number of students allowed to serve on a committee would be limited, a provision giving the Senators a larger vote would not be needed.

The appointments by Patti Boise to the Joint Committee on

College Affairs, Linda Maret; senior; Lucia Smithy, junior; and Marilyn Morgan, sophomore; were approved by the Senate. No discussion took place on the approval of these appointments.

Amy Danforth announced the new Senate Committee chairmen. They are as follows: Alex Tomalini, Curriculum; Sandy Mason, Instruction; Lynn Raisor, Academic Excellence; Linda McNaughton, Appropriations; Karen Jones, Publicity; Carol Rogin, Cultural Affairs; Ginny Wheaton, National, State, and Community Concern; Betty Wade Miles, Elections; Pat Glaser, Orientation; and Diane Tabachik, Legislative Revision.

"Recreation is the basis on which the decision is to be made," was Chancellor Simpson's main point in an interview concerning his feelings about the proposed rifle range.

Chancellor Simpson emphasized that the rifle range is not "a moral issue," but a part of an overall plan to increase recreational facilities on campus. He called the lack of free activities for students and guests "one weakness of the college." The idea of the multi-purpose room was conceived to aid the situation.

Richard S. Cross, the Board of Visitors member who has expressed interest in equipping the rifle range, has an architect's drawing of the proposed room, but until a "form is drawn and the cost given, Mr. Cross has nothing to consider," Chancellor Simpson continued, "there is no question to using the money for anything else. He has a perfect

right not to give it. We don't have to take it."

Chancellor Simpson added, "I don't think Mr. Cross wants to give anything the girls don't want. It never occurred to him that people wouldn't want it."

If he should make the offer, the Mary Washington College Committee of the Board of Visitors would then decide whether or not to accept it. "I myself am not sure it is the best use of the money, but I wouldn't think of making the final decision without consultation with the Board members," stated Chancellor Simpson. The next meeting of the Board of Visitors is in December.

"If the issue on which the decision is based is clarified, student government could conduct a poll," continued Chancellor Simpson. This is the only method for obtaining opinions from the students.

Corrigan to speak on modern theater

Robert W. Corrigan, president of the California Institute of the Arts in Los Angeles, will speak at Mary Washington College on Wednesday, October 23, at 11:15 a.m., in the DuPont Little Theatre. His topic will be "After Tragedy: Vision and Form, Comedy: Meaning and Form and Masterpieces of the Modern German Theater, which he edited.

A participant in the Visiting Scholars Program of the University Center in Virginia, Dr. Corrigan is the author, translator, and editor of several books. The English Department at MWC uses *Tragedy: Vision and Form, Comedy: Meaning and Form and Masterpieces of the Modern German Theater*, which he edited.

Dr. Corrigan received his Ph. D. from the University of

Minnesota and taught at John Hopkins and Tulane Universities. He is the former head of the Drama School of Carnegie Institute of Technology, Dean of the New York University School of Arts, and the founder and first editor of the Tulane Drama Review.

Petition opposes rifle range idea

A petition is now circulating on campus expressing opposition to the rifle range. Originated by Ginny Wheaton, she said, "I decided it would be one way, other than letters, to show that there was opposition to it."

Ginny expects to obtain 750 signatures. "I'm just hoping this thing will mushroom," she said.

There are two copies of the

view. At present, he is a member of the American Educational Theatre Association, National Collegiate Players, the Director of the Critic's Program, National Endowment for the Humanities, and an advisor to the Theatre, State Department (Greece).

Petition opposes rifle range idea

A petition is now circulating on campus expressing opposition to the rifle range. Originated by Ginny Wheaton, she said, "I decided it would be one way, other than letters, to show that there was opposition to it."

"The main point I wanted to make was just that it is the wrong time, the wrong place," Ginny said. "In the interests of Mary Washington, a rifle range just does not seem feasible."

Psych department tries experimental teaching

By TRACY ANTLEY

College student independence in the area of instruction is being given its first test on the Mary Washington College campus this semester by the psychology department.

The individual initiative method of teaching used by Messers Nazarro and Todorov in three sections of General Psychology and one of Experimental seems to be a welcome alternative to the steady meat and potatoes fare of undergraduate instruction. A comparatively new system, it originated in Brazil in 1964 and is now in operation at five other colleges and universities in the States.

Responsibility for learning the material is placed completely on the student. There are no classes to attend other than sparse voluntary lectures — all material comes from a basic text and supplementary articles. Study

questions accompany each of the twenty units covered in the semester. Testing on successive units takes place when the student feels she is prepared. As a grade of 100 must be made on each test to continue, exams may be retaken twice and as many oral ones after that as is necessary to assure the professor of the student's thorough knowledge of the subject.

The most frequent complaint of the classes is the constant pressure produced by a steady succession of tests — average of more than one a week if the student maintains a consistent rate of study. Some feel that many hours are spent on the psychology course at the expense of other classes; most wish they had additional time.

Personal initiative is essential, the material must be thoroughly assimilated for the

tests. There is a great deal of freedom to work at the individual's own speed, but organization is imperative. The dearth of lectures frees the professors for individual conferences with the students about problems or questions that might arise in their readings.

The work is harder than in the other sections; however, the students generally feel they learn and retain more material. The success of the program rests on the willingness of the classes to accept personal responsibility. Even with the imperfections existing presently this teaching system comes the closest to giving the individual a much-desired freedom — to learn apart from the standard lecture pattern — while retaining the semblance of a specific course and providing a necessary impetus for course involvement.



Students chart individual progress on checklist.

Vote "No" on Senate amendment

The unwieldy amendment proposed at the last Senate meeting could cause unfortunate reverberations for years if it is passed.

The amendment, stating that "all student organizations are responsible to SGA", is at once unworkable and unfair. The immediate questions it raises are: what right does SGA have to claim jurisdiction over all student groups, how does it define a "student organization," and what does the vague wording, "responsible to," specifically mean?

Though we realize the necessity of a certain amount of "bureaucratization" for efficiency, it seems pointless to include all students organizations into the mass called SGA. Student government officials are, after all, only mortals, and they were elected to REPRESENT the student body, not control it. They are our peers, and could not possibly be qualified to be responsible for the activities of such diversified groups as the Young Democrats, the Oriental Club, the Art Club, and the Mary Washington Players, to name a few.

Yet what is their purpose in trying to claim "responsibility" for all the groups? "This amendment does not mean censorship," said Ellen Smith, SGA treasurer, at the Senate meeting. Amy Jo Danforth, president of the Senate, quickly followed with, "All this

means is that if there is a problem with one of the clubs, we are the first to find out about it." This is such a flimsy reason that we suspect Miss Danforth surely did not mean it seriously. Almost all club problems could easily be handled within the club itself, or, if disciplinary action against club members is called for, the proper people in the administration or student government could be notified without having to involve the whole of SGA.

We suspect that if this amendment is enacted, SGA will not be merely a co-ordinating body between all the clubs, as was probably the original idea behind the amendment, but will be likely to want to assume the role of an authoritarian, supreme power. They were not elected for that role, and so far this year they have certainly not demonstrated that they possess the wisdom for the position.

Another worry indicated in this amendment is that if all organizations are responsible to SGA, their presidents will be designated "SGA officials," and will be subject to the same impeachment procedures outlined in the other proposed amendment. (see Senate story on page 1). This means, for example, that if 10% of the Battlefield staff felt that their editor was doing a poor job, they could petition the Senate, who, having no knowledge of photography, layout, or

other yearbook technique, would have the power to discharge the editor of her duties. Problems like these have no relevance to SGA, and could just as easily, and more effectively, be handled within the groups themselves.

What we see in this amendment, in essence, is merely a redefinition of college powers. In the past, ultimate authority over student activities has rested with the administration. Through this amendment, power over (or "responsibility for", if you will) students has been delegated to student government.

Though this, in theory, is perhaps a well-intentioned idea—to have students controlling students—we much prefer the administration's "laissez-faire" authority to what we see will turn into an intervention policy.

This amendment will be discussed by the Senate on Wednesday night, and will be voted upon two weeks from that night. We urge all students to talk with their senators about the amendment and request them to speak out against the proposal and vote against it in two weeks.

Campus organizations must be allowed to retain their integrity of autonomy, and student government, no matter how democratic it claims to be, must learn that it is not the only source of wisdom on this campus.

LV

Equal but separate

The placing together of Negro freshmen in the same dormitory room is one policy of racial discrimination at Mary Washington College which can no longer be tolerated by clear-thinking individuals.

The excuses which have been advanced for this practice are no longer valid, for the issue is clear cut. This policy of residential segregation is contrary to goals which should be a basis for an academic institution: the recognition of equality, freedom, and humanitarian ideals.

Though it is true that many white parents have, and will, objected to their daughter rooming with a black, it seems pointless to take such petty views into serious consideration. The only way prejudices can be overcome is by facing them, and the only way racial barriers can be struck

down is by refusing to recognize them.

At a time when the country is fighting to rise above racial inequality, it is the moral obligation of Mary Washington College to rise with it. There will always be people who violently oppose the step we urge the college to make, but when something so basic as equality is concerned, there can be no compromise with them.

Last year the BULLET printed an editorial similar to this one, protesting the placement of the three Negro freshmen in the same room. We are sorry that the necessity arose for writing this one, and hope that this will not become an annual thing. But we will be happy to halt our tradition when the administration halts theirs.

SW

The Bullet

Established 1927



Liz Vantrease
Editor-in-Chief
Susan Wagner
Managing Editor

Barbara Bennett
Business Manager

Letters to the editor

Dear Editor:

We felt the student body should be informed of a recent decision from Mrs. Holloway, director of student affairs. Mrs. Holloway had decided that student waitresses should not be allowed to wear slacks or culottes to work in the dining hall. Since many waitresses objected to this policy, Mrs. Holloway met with about sixty of us to discuss our opinions on the matter. After listening to our side and presenting her own, she reconsidered her decision, although she basically disagreed with us. We wish to extend our thanks to her, first for listening to us, and then for placing her faith in our judgment.

We bring this to the attention of the student body in order to point out one example of successful student-administration communication.

Sincerely,
Linda Royster
Georgia Cobb
Janet Cooper
(and other waitresses)

To the Editor:

Recently, Patti Boise, president of Student Government, together with an administrator, decided the students working in the dining hall should be required to wear skirts rather than slacks. The main reason given at the

time of the demand was that Seabrook, being a formal dining hall should have its workers attired as such. Is cafeteria style formal?

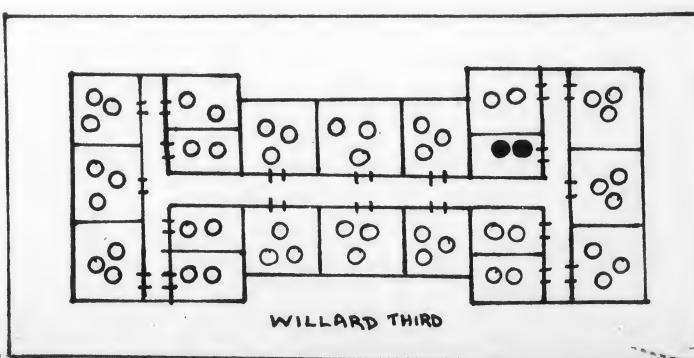
This request is quite reasonable on the part of the administrator, having been with the college for several years. Regrettably the most recent change in the school's dress code is quite conceivable.

On the other hand Patti Boise represents the student body as president of SGA. Her ideas should represent those of the student body of which the waitresses are a vital part. If there had been no means by which Patti could have known the opinion of the students whom she represents, this would be justifiable. Isn't a majority vote by the student body means enough to know how the students feel about the issue?

Sincerely,
SHARON BURKE

Dear Editor,
Please let me pass along a suggestion from one of our readers, that the name of your publication be changed from "The Bullet" to "The Blank."

Cordially,
Ashley Halsey Jr.
Editor, The American Rifleman, published by the NRA



Calendar of events

Monday, Oct. 21
 — General student recital, 6:45 p.m., duPont Theatre
 — Phi Sigma Iota meeting, 7 p.m., Chandler 21

Tuesday, Oct. 22
 — Buzz sessions for finalists for Freshman Class offices, 6:30 p.m., Ballroom, Ann Carter Lee
 — Phi Gamma Mu meeting, 7 p.m., Monroe 10

Wednesday, Oct. 23
 — Meeting of departmental chairman, 4 p.m., Lounge B
 — Speaker: Robert W. Corrigan, "After Absurdity: The American Theatre of the 60's," 11:15 a.m., duPont Theatre
 — MWC Players meeting, 4 p.m., duPont Theatre
 — Outing Club meeting, 6:30 to 7:00 p.m., Monroe 21
 — SGA Senate meetings, 9 p.m., Ballroom, Ann Carter Lee
 — Hockey game with Bridge-

water College, 3 p.m., MWC hockey field

Thursday, Oct. 24
 — Dance workshop, presentation of 8 folk dances, 6:45 p.m., Lee 107

— Terrapin Club Fall Exhibition, 7:30 to 8:30 p.m., Pool, Ann Carter Lee

Friday, Oct. 25
 — Speech by Rep. William L. Scott, sponsored by Young Republicans, 4 to 5 p.m., Ballroom, Ann Carter Lee

Saturday, Oct. 26
 — Graduate Record Exams, 8:30 a.m. to 6 p.m., Combs 200
 — Tutorial project, 9 a.m. to noon, Chandler Lounge and classrooms

— Hockey match, MWC vs. William and Mary, 10 a.m., MWC hockey field
 — "Tony Rome," 8:30 p.m., G.W. Auditorium

Sinatra to star in campus movie

By JANE TOUZALIN

"Tony Rome," a detective film first released in 1967, will be presented this Saturday at 8:30 p.m. in George Washington Auditorium.

The movie stars Frank Sinatra as Tony Rome, a private eye who operates in Miami and who suddenly finds himself involved with a millionaire's daughter, stolen jewelry, and a menagerie of hippies, dope addicts, and strippers. Jill St. John, Sue Lyon, and Richard Conte also star in the film.

Despite Frank Sinatra's assured acting and competent performances by the other actors, "Tony Rome" seems to lack, among other things, a believable plot. The story line has been described as "pat and synthetic" by the New York Times. In addition, both the story and Frank Sinatra's acting are considered to be strongly and consciously reminiscent of an early Bogart

movie.

It is true that there are some funny gags, the scenery is vivid, and the plot does offer a few interesting entanglements; as a whole, however, the Times has aptly described this film as "brassy, trashy, vulgar, and Miami Beach colorful."

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Hockey team loses to Madison

Madison College's first hockey team overcame Mary Washington College's first team by a score of 4 to 1 on the MWC field last week in the first inter-school game of the season. Center halfback Diana Carter scored the only goal for MWC.

—

Miss Arnold, coach of the hockey team, praised goalie Ann Jefferies for her fine game and attributed the loss to a lack of strong offensive plays.

—

Other members of the first team, besides Foster and Jefferies, were left wing Mary Jane Chandler, left inner Dorcas Sears, center forward Karen Reuter, right inner Sara Martin,

and right wing Linda Hawkins. Filling the remaining positions were left halfback Helen Holzgrefe, right halfback Eileen Cunningham, left fullback Pam Hudson, and right fullback Pat Akers.

—

In a game between the second hockey teams of Madison College and MWC, Madison defeated MWC by a score of 10 to 0. Playing for MWC in this game, also held on October 16, were left wing Evelyn Dezerne, left inner Jan Donaldson, right wing Ann Sylvester, and left halfback Beth Nelson. Also playing were center halfback Sandy Hinds, right halfback Gayle Franklin, left fullback Dee Anderson, right full-

back Sidney Robins, and goalie Jeanette Coffey.

The next hockey game on the MWC field will be Wednesday against Bridgewater College. The first teams will play at 3:00 p.m. and the second teams will follow at 4 p.m.

Mary Washington College will be host to the Netherlands Field Hockey Team on Saturday, October 26. Included in the list of activities for that day are games between MWC and the College of William and Mary at 9 a.m. and 10 a.m., and between Tidewater and Washington at 11 a.m. and noon. The Dutch team and the United States team will play at 1:45 p.m.

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LA VOGUE

National leaders cast many meanings on phrase

By BARBARA HALLIDAY

From cries of "burn, baby, burn" to African bush hair styles and soul music, Americans are being widely and rapidly exposed to a new and highly controversial concept; the concept of Black Power. Everyone seems to have his own interpretation of the phrase; but one idea that emerges from a consensus of all of these interpretations is that Black Power has helped to give a new identity and self-respect to black people in America.

The phrase first came into popular use in June, 1966, during the James Meredith civil rights' march through Mississippi. Although Stokely Carmichael did not originate the phrase, Time magazine has called him

"the loudest articulator of the Black Power philosophy." He has stated, "Integration is irrelevant. Political and economic power is what the black people have to have."

In his book "Black Power: The Politics of Liberation in America," which he co-authored with Roosevelt University Professor Charles V. Hamilton, Carmichael wrote, "Black Power . . . is a call for black people in this country to unite, to recognize their heritage, to build a sense of community. It is a call to reject the racist institutions and values of this society."

He continued, "Our basic premise is . . . the inclusion of black peoples at all levels of decision making. We do not seek to be more recipients from the

decision making process, but participants in it . . . We are calling at this time for new political forms which will be the link between broadened participation (now occurring) and legitimate government."

Carmichael feels that the change cannot come about from within the system; therefore, it must come from outside the system. He means revolution - violent, if necessary.

Reactions from other leaders in the Civil Rights movement cover a wide range of opinion. Martin Luther King stated, "I prefer not to use the phrase Black Power. Not that I don't sympathize with aspects of it. But it seems to say, black supremacy, and this would be as evil as white supremacy. I do know the

Negro must have power if we're going to gain freedom and human dignity." Later, he tried to define it in his own terms. He said, "Black Power is a call to black people to amass the political and economic strength to achieve their legitimate goals. No one can deny that the Negro is in dire need of this kind of legitimate power."

Roy Wilkins, executive secretary of the NAACP, took a dim view of the phrase. He called Black Power "a reverse Mississippi, a reverse Hitler, a reverse Ku Klux Klan . . . it is the father of hatred and the mother of violence." Later he said, "I can't help viewing the unilateral black philosophy as being as open to question as the unilateral white system . . . Pride of race and

history and the riddance of self-denunciation are good and needed. The thing to guard against is black arrogance."

Floyd McKissick, head of the Congress of Racial Equality (CORE) defined Black Power as "the control of black people exerted in order to bring about change and execute their own self-determination. Like in the schools — to hell with bussing kids. Improve the system where it is." To contradict Wilkins' view of Black Power, he said, "it is not black supremacy; it is a unified black voice reflecting racial pride in the tradition of our heterogeneous nation . . . 'Black Power' does not advocate violence; it advocates aggressive political and economic competition."

Campus Negroes discuss segregated rooms

By LOIS JASUTA

Negroes have worked for school integration for a number of years. Mary Washington College is integrated. We have seven Negro girls. Recently, however, controversy has developed about the room assignments for these Negro students. Interviews with four of them, Mary Berryman, Diana Clyne, Eveline Cropper and Claudith Holmes, provides some first-hand opinions on the subject.

The two freshman girls, Mary Berryman and Diana Clyne, share a room in Willard Hall. When asked how they felt about their all-Negro room, both agreed that they felt "it would be better if we were

separated." They said that none of their application forms had mentioned race, that they had no idea who their roommates would be, and they had felt a little "wired" when they encountered the all-Negro room.

A member of a totally integrated community, Diana seemed surprised at the accommodations. The older generation voiced a different reaction. Diana said her father "laughed because he thought I was getting too idealistic." Diana and Mary, two Negroes, have one of the few two-girl rooms in Willard Hall.

Eveline Cropper and her roommate Maureen Rowe, transfer students living in Westmore-

land, also gave some interesting opinions. Eveline, a Negro, explained that she had been told that she would have a roommate. Maureen, a white girl, said she had been given directions to move into Room 101, and was following these directions at 4 o'clock on the day of her arrival. By five o'clock she had been moved upstairs to find roommate who protested that she was supposed to have a single room. Maureen received permission to move back down to her original room, Eveline explained, "I think they thought we were both Negroes, and when they realized we weren't they followed their usual procedure of putting Negroes together or having segregated rooms unless it is otherwise requested."

Claudith Holmes, a sophomore who lived in an all-Negro room in Virginia Hall last year, offered a few opinions also. When confronted with the question of rooming accommodations for negroes, Claudith suggested, "I believe they should include on the questionnaire form they send to freshmen the question, 'Do you object to rooming with a person of a different race?' along with the question 'Do you object to a roommate who smokes?' She described her reaction to her all-Negro freshman room by saying "It's very disappointing and disheartening to think that you've come to an institution of higher learning and openmindedness and find that you've come to a place that's living 25 years in the past."

Negative reactions

What does black power mean to you, what is your definition, your first response? Answers here favor militancy leading to suppression of whites by blacks.

A "black power survey" informally conducted during these days last week among the students, faculty, and campus employees of MWC turned up a definitely negative attitude toward the term. The first associative word that comes to most people is militancy, black aggression calculated to put Negroes in political, economic, and social domi-

White writer seeks meaning of

Condensed by SUSAN HONEGGER

Black power means white hate — whether that hate be a raw physical hate or a "refined" hate for white economic power. Black power is already established, already a real definition of the alienation of black from white, white from black. Lest the radical or liberal become too smug — this hate includes him as well as any racist or moderate.

Unjust as this hate may seem to us whites, who would dare say it is not also justified? . . . Please remember that no Negro in our mental history, much less our written one, did more than pick cotton and eat watermelon. There were no black men only lazy shiftless boys. There were no black women, only rather dirty Aunt Jemimas, with their rebribbed Farinas dancing along in happy slavery — existing as human beings for a moment as an issue in the Civil War and then pushed back into nonexist-

ence, which made it alright to rape, lynch or degrade them when they got "uppity." Sadly, as David McReynolds of the Village Voice expressed it, and whose thoughts I will try to condense in this story, "Of us all only the Negro is truly American, having no other history, no other language, no other religion save only what he found here. Yet he alone of all those who come to this nation, was kept rigidly outside our culture." But to ask the black to "go back home" to Africa is as senseless as to ask white to go back home to Europe.

So we integrate. Or do we? Even the liberal has often unconsciously interpreted this integration to be "that the negroes would learn to act like white folks." The interpretation is, of course, sadly false; tainted with that thing none of us — black, white, yellow, blue or green — can really hope to es-

cape — the culture in which we have been raised. A white child can't help but pick up some hateful false images anymore than a black child can forget her grandmother saying, "Never trust a white."

Being aware of this won't eliminate the hate, but we can't allow the awareness to make us unbearably guilty either. Even with the sins of our forefathers upon us — the slavery, ghettos, and racism — each of us is still "a product of his situation and only rarely the conscious creator of it." This does not mean we can walk away from the situation, relieved that we need not feel guilty. It means that instead of picking on a negative, unhealthy guilt we must act responsibly within this situation. Thus spoke David McReynolds. "History gives us a choice of accepting responsibility for the past, even though in every moral sense we are innocent of what occurred, or

if we fail to accept responsibility, history will hold us responsible. History is a blind bitch, ruthless, collective, cruel, lacking the slightest sense of justice or mercy. The men who brought slaves to this country are long since dead but we are now paying the price of that sin. We are innocent and yet history will hold us responsible, unless we take responsibility . . . My protection, my hope of avoiding the bumbling stupid wrath of history is to accept responsibility and try to change the society."

Will this be done with justice for all? Justice, ideally conceived, will never be fully achieved nor can man set up an absolute for justice to be followed by all without appearing ridiculously "human, all too human." Yet the Voice points out that "to create a just society is not a matter of shooting some people and jailing others — it is a matter, rather, of recognizing that we are col-

lectively victims of a situation of a system, and to seek our universal liberation." That is, justice is a concept looking toward the future, not quite here, but always ahead. The attempt to reach out for that future is ironically accompanied by injustice to those who attempt the most. "The cause of black Americans is just and if there was justice, the full burden of the massive social changes now required would be borne by others, certainly not by the blacks. By Senators Eastland and Thurmond, for example. But they are in good health while Martin Luther King, Jr., lies dead and buried . . . Paradoxically the just and merciful suffer in cruel and unjust ways in order to bring a new society to birth." And this just society must be created by us — white even more than black.

This road is a hard one to travel — to strive for justice and be abused by it. We may be humble enough to realize w-

base Black Power

Negro comedian and write-in candidate for president Dick Gregory cast a different light on the words of the phrase. He stated, "This country is so insane that it fell victim to psychotic hysteria over the utterance of two simple little words: Black Power. The press had a field day condemning the use of these two words, asking what had happened to 'responsible' Negro leadership. The two words 'black' and 'power' were portrayed as the two most filthy words in the Negro vocabulary. Since when did either of those words become obscene?"

White leaders were quick to equate the phrase with reverse racism. President Johnson stated, "We are not interested in Black Power. And we are not interested in white power. But

we are interested in American democratic power with a small 'd.'" Vice President Humphrey added, "There is no room in America for racism of any color. And we must reject calls for racism, whether they come from a throat that is white or one that is black."

In general, Black Power has been interpreted in several ways to correspond with various personal views. But the phrase is being picked up more and more by the black American as an aid to the establishment of an identity for himself. However frightening it may sound to whites, it seems that Black Power will remain in our vocabulary at least until some of the concepts it encompasses become a part of the American way of life.

Black Power

Reaction to phrase seen at MWC

By TRACY ANTLEY

nance. Black power means violence, the summer riots. It is a destructive force that angrily spurs equality and goes for the big team — control. Some said they would fight too if they were black. One was frightened by the purely emotional appeal militant leaders used to attract the young, one thought the movement didn't have that much support.

Very few thought immediately of Dr. King and his crusade for black dignity. Black power as racial pride was a second thought to black power as a childish re-

sponse to past injustices by more and equal injustices.

In the survey also was an identification of Eldridge Cleaver and the Black Panthers. It showed an appalling lack of accurate information, if any information, on the part of the students in particular. Few were able to identify one of the most radical militants in the country today.

The survey indicates that students here seem to know very little about current events which may greatly affect their lives, and appear to be complacent about the issue.

Black Power

can't walk it alone, that something will be needed to make hate and humiliation bearable, that's something could rightly be love — "Love first of all for ourselves, and then love for that group of individuals of which we are a part. And, ultimately, love beyond the limits of our own group." This love is not a talker. Talk is cheap. It results in a situation where "if a cop kills a nigger we will form an investigating committee, taking our own sweet, though deeply concerned, time about it. But let a black man kill a cop and it becomes a national crisis. Do we think the black community doesn't notice the difference in the size of the print?" So then its shock and surprise when the blacks, great mimics as you know, ape white hate and develop dreaded black hate, which is, of course, so much worse. What could we expect? Ya suh"?????

"Do not ask the black man to love us, now. He cannot. What

ever psychic energy he has will be directed toward loving himself, his people, his potentiality. Accept his hatred as a step toward his own liberation. "Accept the paradox, don't flee in the face of hatred, but try to understand it, try to transform it. "Only the white community controls enough capital to tear down ghettos and rebuild them. We didn't ask for the power, but we have the power and if we fail to use it we then do become guilty for the communal violence that lies ahead."

"I ask no pity and no understanding from blacks — they have suffered too much, too deeply, and far too long. But I want us, the whites, to realize that we did try and that we must continue to try. And we will try to deal with racism not because we are guilty but because we are more decent than we sometimes realize, just as we collectively or historically are more barbaric than we care to admit."

Photos by Anne Gordon Grever



Dorm complexes: student responsibility

By ANN MORAN

Extension of student responsibility is the goal that launched a reorganization of residence hall procedures and policies, and resulted in the new system of four residence hall complexes.

The complexes each consist of two large, mixed residence halls, in one of which the complex director resides, and in the other, a senior assistant. The four complexes are: Jefferson Hall and Bushnell Hall, of which Mrs. Clarence A. Henry, in Jefferson, is the complex director and Pat Cox, in Bushnell, is the senior assistant; Marshall Hall and Russell Hall, of which Mrs. Oscar F. Prasse, in Marshall, is the complex director and Jo Sydenstricker, in Russell, is the senior assistant.

There is also Randolph Hall and Mason Hall, of which Mrs. C. W. Conklin, in Randolph, is the complex director and Virginia Wemmerus, in Mason, is the senior assistant; and Tri-Unit and Westmoreland, of which Mrs. H. B. Chase, in Tri-Unit, is the complex director and Anne Clark, in Westmoreland, is the senior assistant.

Mrs. Henry, coordinator of the overall student aide program, explains, "the complex director functions as a guide for students who have assumed a role

in the operation of their residence hall, and as an educator in the sense that she can contribute know-how which is obtained only through experience."

The complex director also must serve as the administration's representative to the students in the residence halls. This role, plus the fact that she has two residence halls instead of one under her direction makes it impossible for her to perform bureaucratic duties at the desk which had been part of the job as head resident. Yet, such details need attention and students have taken most of the routine chores into the realm of their responsibilities.

The senior assistant is also a busy person, for, like the complex director, she is a representative of the administration and has a residence hall under her direction. In addition, the senior assistant also has classes and schoolwork, which makes it necessary to shift part of the burden onto the student aides. The student aides, then, have common duties whether they are working under a complex director or a senior assistant.

The hours worked by Student Aides increased ten hours over last year's week total, from 70 hours per week to 80 hours. Likewise, the hours at the desk covered by volunteers increased from the 30 hours per week total

of last year to 39 hours this year.

A new way of assuring coverage of the volunteer hours is being tried. Instead of assigning dates and hours to suits and rooms, students choose one hour which they will work every week for half of a semester.

The obvious advantage in the revision is that conflicts with class schedules, and the confusion which inevitably ensues from trying to exchange hours with some one else, are eliminated. But in addition, Mrs. Henry points out that, "the girls who come down to the desk seem a lot cheerier about putting in their hour. In fact, though the number of hours worked by volunteers have increased, the general response in signing up for these hours has been much better."

Also, infractions of Handbook and residence hall rules and regulations are considerably fewer as a result of the effectiveness of the complex system, according to Mrs. Henry. She says there are several reasons that account for this phenomena: "It begins with the fact that the girls work out their own problems; a student takes her problem to the floor chairman, and if nothing can be resolved there, the floor chairman consults the house council, or if it is an individual concern, the house president, individually, and a solution is usually found."

Mrs. Henry probably observes that none of these problems have failed to be resolved by

students; at least, an unprecedented zero number of such problems have been submitted for her judgement since the fall term began. The decentralization induces students to fully utilize their own resources. Ruth Ann Sichol, Jefferson's hall president, adds, "Decisions are based on the Handbook a great deal, and therefore, the students, through their use of it, become more familiar with the Handbook."

As another reason that infractions have been minimized, Ruth Ann suggests, "The students accept a ruling from fellow students better than they do a ruler."

ing from a head resident or some other adult administrator." Mrs. Henry adds, "When decisions are made by students, they tend to be less permissive with each other than a head resident might be because the students feel it is an urgent necessity that the system they operate works."

Nevertheless, Mrs. Henry points out that, "there are a number of students who do not see the added responsibility as a measure of independence, or for some reason do not think that the operation of the system is working out efficiently as can be expected, but they are in the minority."

MWC to host Netherlands and U.S. hockey teams

By REBECCA WOOSLEY

Field hockey for women is a running game. There will be no exception to the statement when the Netherlands and the United States Reserve teams meet Saturday, October 26, 1968, 1:45 p.m., at Mary Washington College hockey field. For two halves of thirty-five minutes each, the players will try to out-maneuver their opponents, clear many balls ear-marked as sure goals, and work as a unit in their team effort for the exhilarating game of field hockey. The action is continuous from beginning to end and there are no time out periods for rest or substitution. Several years ago, one of the official English hockey coaches, after listening to a presentation to hockey players on keeping fit, cleverly stated: "we do not keep fit to play hockey but play hockey to keep fit."

Mrs. Henry probably observes that none of these problems have failed to be resolved by

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The MWC Young Republicans will demonstrate their interest in local as well as national politics this week as they present Congressman William Lloyd Scott to the student body Friday, October 25th at 4:00 in ACL Ballroom.

Congressman Scott, the incumbent representative from the Virginia 8th District of which Fredericksburg is a part, will speak on the issues of his campaign and of his term in office.

Preceding the speech a reception will be held for the faculty and YR members. This is a high point in the club's local campaigning which included bumper branding, canvassing, working at the Fredericksburg Republican Headquarters, and appearances as "Scotties" at local activities such as the recent Dog Mart.

The speech will be followed by a Republican rally at the Sheraton Motor Inn and a YR party with the Randolph-Macon club.

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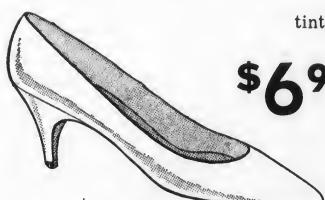
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Opening night at the senate

A review by BARBARA HALLIDAY

The curtain rose on the MWC Senate's first performance Wednesday night with an almost full cast present (only one district was not represented at the meeting). The actors played to a nearly empty house; only a few "interested students" were on hand to witness the event.

Leading roles were adequately played by Amy Danforth, (SGA vice president, president of the Senate) and Ellen Smith, (SGA treasurer) who dominated the dialogue. A few senators played brilliant supporting roles; but the majority of the Senators were merely walk-on characters with no speaking parts.

The plot could be best termed as "dull." The most exciting moments came when a debate developed on the difference of wording between "two-thirds of the senators consent" and "one-third of the senators object."

An interesting subplot could have evolved over the approval by the Senate of Patti Boise's appointments to the Joint Committee on College Affairs, but a scene did not develop from

this idea; none of the characters showed an inclination to discuss the issue. A humorous sidelight occurred during the epilogue (the period immediately following the adjournment of the meeting) when one of the senators was overheard to comment, "I really didn't want to vote for these people because I had never heard of any of them."

The word for word reading of the Senate Procedures list (a copy of which was presented to each Senator upon her arrival at the meeting) constituted the most boring scene and could perhaps have been deleted, assuming that each senator knows how to read.

The cast, not discouraged at all by their first performance, will try again this week. The discussion of two "controversial" amendments, already a part of this week's script, shows promise of being a lively event. It is hoped that the opening show was merely a poor dress rehearsal and that it did not set the pace for Senate nights to come.



Photos by Anne Gordon Greever

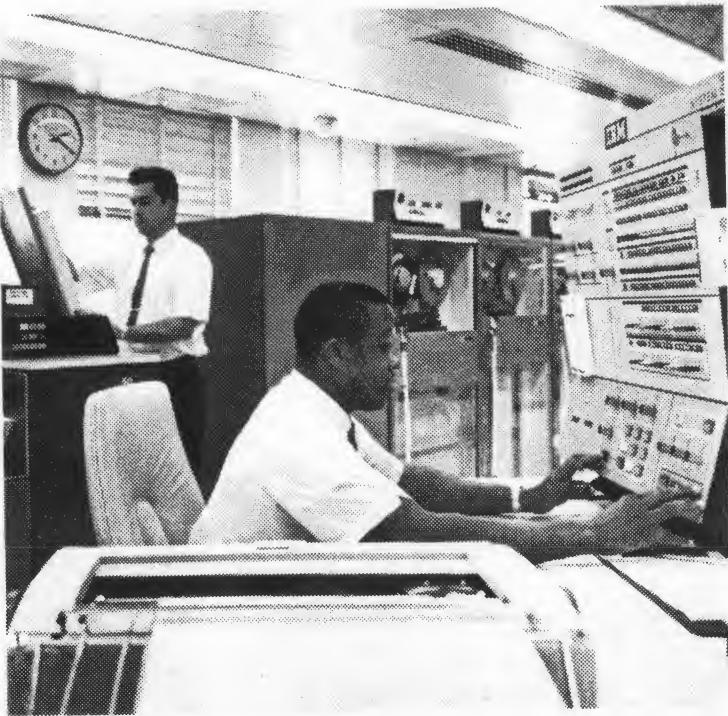


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